



### Teaching English as an International Language

*Sandra Lee McKay*

This book is based on the premise that English has evolved into an international language and therefore must be treated differently from other second or foreign languages. The use of English around the world is portrayed as three concentric circles (a model originally proposed by Braj B. Kachru). The “inner circle” consists of countries where English is the primary language (for example, the United States or Australia). In “outer circle” countries, English has a special status of some sort and is generally taught as a second language (for example, the Philippines and India). In “expanding circle” countries, English is taught as a foreign language. This model is then used to see how the English language and English teaching evolve in different contexts. In discussing the notion of a standard variant of English, McKay points out the dynamism of the language, particularly in outer circle countries, and explains how the definition of *standard* is changing and diversifying. She also explains how the definition of *native speaker* varies depending on the degree of emphasis given to upbringing (being raised with the language in the family), usage across one’s lifetime, language proficiency, and language identity. When considering the role of cultural content in teaching English as an international language, McKay asserts that cultural content should not be limited to that found in inner circle countries. The cultural content of ESL and EFL courses should include opportunities to learn about one’s own culture in relation to other cultures. In either case, the focus should be on “establishing a sphere of interculturality” (p. 89). The book also covers cultures of learning and questions the appropriateness of communicative approaches to language learning in many non-Western contexts. Rather than emulating language teaching methods proposed by educators from inner circle cultures, teachers, at a local level, should be developing their own culturally appropriate pedagogies.

2002, 150 pages

ISBN: 0-19-437364-9

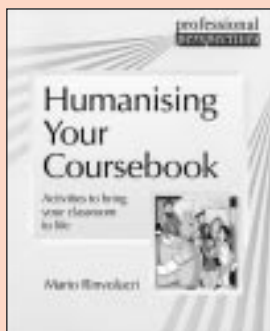
#### OXFORD UNIVERSITY PRESS

Great Clarendon Street  
Oxford OX2 6DP  
England

Telephone: 44-1865-556-767

Fax: 44-1865-267-831

Web: [www.oup.com/elt](http://www.oup.com/elt)



### Humanizing Your Coursebook: Activities to Bring Your Classroom to Life

*Mario Rinvolucri*

This book of short, practical activities can be useful for nearly anyone—from the novice teacher still establishing his/her teaching style to the experienced teacher who is disenchanted or bored with the required course text and looking for new ways of making it come alive. The 95 activities are divided into 8 categories: icebreakers and warm-up activities, grammar, vocabulary, reading, writing, listening, speaking, and “looking backwards and forwards” (reviewing prior work and building confidence before exams). These multi-sensory activities are based on Howard Gardner’s theory of multiple intelligences and the implication that good teaching draws on the traditional intelligences (linguistic and logical-mathematical) as well as the non-traditional ones (kinesthetic, musical, spatial, interpersonal, and intrapersonal). The activities also incorporate Caleb Gattegno’s principles that learning is promoted by limiting the role of the teacher, putting students in a “discovery” mode, and having students focus on the here and now. The book is well organized and easy to follow. Two activities are given on each page, with the suggested proficiency level for learners and required materials noted first. Preparation time and required materials are minimal for the activities, and the classroom procedure is presented clearly in numbered steps. In some cases, variations on the activity are provided.

2002, 96 pages

ISBN: 0-954198-60-3

#### FIRST PERSON PUBLISHING/ ENGLISH TEACHING PROFESSIONAL/ DELTA PUBLISHING

Tech House West  
10 Warple Way  
London W3 0UE  
England

Telephone: 44-20-8762-9600

Fax: 44-20-8749-6916

### Testcraft: A Teacher's Guide to Writing and Using Language Test Specifications

*Fred Davidson and Brian K. Lynch*

Do you need to have a Ph.D. in Psychometrics and Educational Measurement in order to design tests? Absolutely not, say Davidson and Lynch in this clear and practical guide to developing contextually appropriate tests. According to the authors, tests should be written by a group of invested individuals. The key is the test specifications ("specs") that serve as a generative blueprint from which test items or tasks can be produced. Test specs should be iterative, consensus-based, and sensitive to the mandate, or the constraints and beliefs of the system the test specs are being designed for. The book seeks to widen the community of test developers by empowering teachers with the skills for writing their own set of test specifications. Davidson and Lynch organize their book on W. J. Popham's basic rubric that specifies five phases for developing test specs and tests (skill selection, drafting a specification, writing testing items/tasks based on the spec, assembling and piloting a test, and finalizing the test). Several different test specs with varying formats and purposes are presented and analyzed in detail as illustrations of the rubric. The process of specification writing is illustrated through a series of problem-solving activities. Test specifications and the test items (questions) based on the specs must reflect contextual conditions, or the mandate, which stem from a variety of forces including the individuals involved, administrative considerations, and socio-economic conditions of the community being served. The crucial role the mandate plays in test development and reform is explained through five example "stories," which combine hypothetical and real situations from the authors' experience. According to Davidson and Lynch, test specs and the tests themselves greatly benefit when teachers participate in their development.

2002, 149 pages

ISBN: 0-300-09006-4



**YALE UNIVERSITY PRESS**

P.O. Box 209040

New Haven, Connecticut 06520-9040  
USA

Telephone: 1-800-987-7323

Fax: 1-203-432-0948

Web: [www.yale.edu/yup](http://www.yale.edu/yup)

### Teaching Large Multilevel Classes

*Natalie Hess*

This book begins with an excellent introduction to the benefits and challenges of teaching large, mixed-ability language classes, including 11 principles for coping. It contains 144 practical activities that are suitable for any large multilevel class. The activities are divided into the following eight categories, each one focusing on an aspect of teaching large classes that causes difficulties for teachers: learning students' names and learning about their lives, motivation, reviewing while maintaining interest and momentum, written work, group work, individualizing and personalizing assignments, making students responsible for their own learning, and establishing routines and rituals. The introduction to each chapter is filled with words of wisdom, pieces of advice, and anecdotes from Hess's career to motivate teachers, no matter how discouraged, to view their large classes in a different light: "We will do both our students and ourselves a great favor if we don't rush and remember that we are teaching language and not covering material" (p. 62). For those who would ask, "What happens if I feel that I have completely lost control of the class as they chat away in their groups?" Hess answers, "Remember that even in the teacher-fronted classroom, you never really had complete control" (p. 133). This book should be on every language teacher's bookshelf and in every school's staff room because of its optimistic tone, sound advice, and innovative suggestions for adapting the communicative approach to real classrooms.

2001, 193 pages

ISBN: 0-521-66785-2



**CAMBRIDGE UNIVERSITY PRESS**

The Edinburgh Building  
Cambridge CB2 2RU  
England

Telephone: 44-1223-312393

Fax: 44-1223-315052

Web: [www.cambridge.org/esl-efl](http://www.cambridge.org/esl-efl)